Battelle3

Developmental Inventory
3rd Edition

PRODUCT BROCHURE

Battelle Developmental Inventory, Third Edition (BDI-3)

Battelle3
Developmental Inventory
3rd Edition

As a child ages, they typically attain critical skills and behaviors sequentially from simple to complex. *The Battelle Developmental Inventory, Third Edition* (BDI-3), appropriate for use with children from birth to 7 years, 11 months, measures mastery of those developmental milestones in the following global domains:

• Communication
• Social Emotional
• Adaptive
• Motor
• Cognitive

Each global domain is comprised of subdomains which help measure the child's overall developmental progress as well as their mastery of discrete skill sets.

In addition to the domains above, BDI-3 also offers the all-new Battelle Early Academic Survey, with two subdomains specifically designed to measure foundational literacy and mathematics skills in children ages 3 years 6 months to 7 years 11 months.

Use BDI-3 to:

• Assess developmental milestones for school readiness

• Help to determine eligibility for special education services

• Assist in the development of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP's)

• Provide Examiners with a Complete Assessment, a Screening Assessment, and an Early Academic Survey

BDI-3 administration is easy and flexible, and can begin with any domain the examiner chooses. All test items may be administered using structured, observation, and/or interview format, depending on what's most appropriate for a given testing session. An examiner can choose to administer just one domain, all six domains, or any combination as needed.

**Head to nelson.com/BDI-3 for details on
kit configurations and pricing!**

COMMUNICATION DOMAIN
Item Test Book
Jean Newborg

ADAPTIVE DOMAIN
Item Test Book

SOCIAL—EMOTIONAL DOMAIN
Item Test Book
Jean Newborg

MOTOR DOMAIN
Item Test Book
Jean Newborg

COGNITIVE DOMAIN
Item Test Book
Jean Newborg

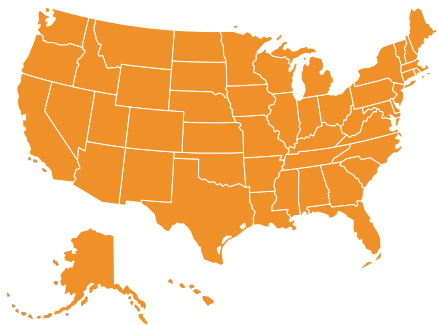*Artwork may not be representative of final product.

Key Features

- A comprehensive measurement of all developmental milestones

- New items, up to date artwork, and updated content

- New Battelle Early Academic Survey with literacy and mathematics subdomains

- Fewer manipulatives and presentation cards needed for administration as compared to BDI-2 NU

- Administration via new BDI-3 *Riverside Score Mobile Data Solution* app available on IOS, Android, and Window compatible devices

- Scoring and reporting available through web-based *Riverside Score* system

- Multiple modular reports options all included with your scoring subscription

- Meets federal reporting requirements across Part C, Part B/619, and Head Start Programs

Development and Standardization
At-A-Glance (Birth to 7 years, 11 months)

Standardization/Norms

283 examiners

44 participating states

2,500 children took age-appropriate sub-domains in all 5 domains

20 age groups

125 in each age group

Hello / Hola

1,000 bilingual children in BDI-3 Spanish normative sample

20 age groups

50 in each age group

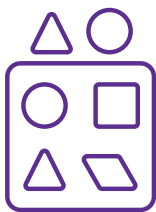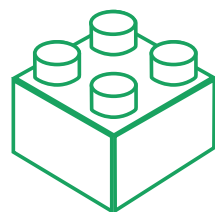**1,000** Battelle Early Academic Survey- Mathmatics and Literacy were tested

9 age groups

100 in each age group

Head to nelson.com/BDI-3 for details on kit configurations and pricing!

Development and Standardization
At-A-Glance (Birth to 7 years, 11 months)

Validity

Correlations/Relationships with Other Measures:

- Bayley-III
- WPPSI®–IV
- BDI-2
- CTOPP-2
- ECAD®
- IED
- PLS–5
- WJ IV™ Achievement
- WJ IV™ Oral Language

Special Group Studies:

- Autism
- Cognitive Delay
- Motor Delay
- Premature Birth
- Speech and Language Delay
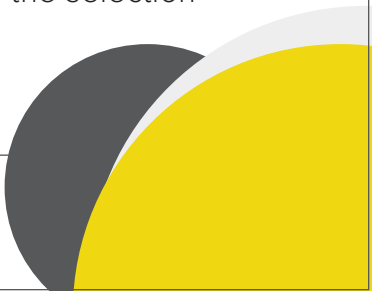- Developmental Delay

234 children were included in the study

Reliability

The results from BDI-3 Reliability Evidence indicate a high-level of measurement precision in terms of internal consistency, stability over time for BDI-3 scores, and consistency among scorers. The BDI-3 sub-domain, domain, Total Developmental Quotient (DQ), and Total Screening scores consistently meet or exceed standards for Reliability.

BDI-3	Adaptive Domain	Social Emotional Domain	Communication Domain	Motor Domain	Cognitive Domain
Internal Consistency	.92	.97	.95	.95	.95
Test-Retest	.79	.86	.87	.79	.84
Inter-Rater				.82	.97

Classification Accuracy

Based on extensive data analysis of the standardization and administration of the BDI-3 in special groups, content, criterion, and construct-related evidence of validity has been documented. A 3-year process of developing and revising individual test items resulted in the selection of high-quality and developmentally relevant items for the final published version of the BDI-3.

Riverside Insights™

Sample Items

Personal-Social Domain

SR 10

Behavior The child expresses ownership or possession.

Materials None

Structured

When the child is engaged with a toy or other possession, comment on the properties of the possession (for example, say, "Look at the curly hair" or "That ball is very big"). Then say, Whose _____ (doll, ball, etc.) is that?

If the child does not respond, say, Is this _____'s (name of another child familiar to the child) _____ (doll, ball, etc.)?

If the child says no, then say, Whose _____ (doll, ball, etc.) is that?

Repeat the questions once.

Observation

Observe the child when he or she is playing with a toy or part that belongs to him or her, or when the child is in the presence of a person whom he or she knows well. Note whether the child recognizes people or property as his or her own.

Behaviors indicating the child is expressing ownership or possession might include:
- saying things like "my," "mine," "my mother," "my cat," "my dog," or "my brother"
- reaching out to retrieve his or her possession when someone takes it away
- gesturing to indicate ownership
- answering yes when asked if something belongs to him or her

Interview

Questions:
- **Does the child consider toys, objects, or people to belong to him/her?**

If yes, say,
- **How, or in what ways, does the child show this? For example, does he/she say "my" or "mine," reach out to retrieve the object if someone takes it away, or gesture to indicate ownership?**
- **How often does this occur?**

If no, say,
- **Does the child answer yes when asked if something belongs to him or her**

Scoring: Structured and Observation

Points	Child indicates ownership or possession
2	Expressively, by using gestures or by using words such as mine or my
1	Receptively, by accurately responding with a yes when asked if the toy (doll, ball, etc.) is his or hers
0	Does not respond or indicate ownership

Scoring: Interview

Points	Child indicates ownership or possession
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Social-Emotional   Self-Concept and Social Role   SR 10

Motor Domain

GM 17

Starting Point ▸ 12 months through 17 months

Behavior The child creeps or crawls up four steps without assistance.

Materials Toy, stairs with a standard rise of 7 to 8 inches and a wall or handrail on one side

Structured

Place the child at the bottom of the stairs in either a standing position with support or a crawling position and stand behind the child. Attract the child's attention to the toy by moving it or tapping it against the stairs. Place the toy on a step slightly out of the child's reach and say, Get the _____ (name of toy): go get it.

As the child moves up the stairs, move the toy up one step at a time. Be ready to catch the child if he or she loses balance and begins to fall backward. Allow three trials, if necessary.

Note: The child may alternate his or her legs in a left-right movement or may place one leg on the next step and pull the other leg up to that step.

Interview

Questions:
- **Does the child go up the stairs?**

If yes, say,
- **How does the child climb the stairs? For example, does the child crawl, creep, or walk?**
- **How many steps does the child climb in this manner?**
- **How much assistance does the child need to climb the stairs this way?**

Scoring

Points	Child creeps or crawls without assistance up
2	4 steps
1	1 to 3 steps
0	0 steps or does not attempt to go up the steps

Motor   Gross Motor   GM 17

Adaptive Domain

SC 22

Behavior The child puts on shoes independently.

Materials None

Structured

Say, I want you to take off your shoes and show them to me.

It is okay to assist the child in taking off the shoes if he or she has trouble.

Have a brief conversation about the shoes, perhaps about why the child likes them. Move the shoes so they are not in the same position as when the child removed them. Say, Now it's time to put your shoes back on. Hand the child his or her shoes. Note whether the child is able to place them on the correct feet without physical or verbal assistance.

Observation

Observe the child putting on his or her shoes. Note whether the child is able to place them on the correct feet without physical or verbal assistance.

Interview

Note: If the parent or caregiver does not allow the child to put on shoes independently, then ask whether the child is capable of putting on shoes independently.

Questions:
- **Does the child put on his/her shoes?**

If yes, say,
- **Does he/she put the shoes on without any help?**
- **How often does the child put on shoes, on the correct feet, independently?**

Scoring

Note: The child does not have to fasten or tie the shoes.

Points	Child puts on shoes independently
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Adaptive   Self-Care   SC 22

Cognitive Domain

AM 13

Behavior The child looks at, points to, touches, or names pictures in a book.

Materials Olivia and Heather Are Friends book, magazine, or electronic reading device

Structured

Place the child in a sitting position. Open the picture book (or magazine or electronic reading device) and place it in front of the child. Attract the child's attention to at least five different pictures in the book (or magazine or electronic reading device) by pointing to each one and saying, See the _____ (name of picture) or Look at the _____.

Observation

Observe the child as the parent or caregiver reads a familiar book aloud to the child. Note whether the child points to, touches, or names the pictures and about how often. Note whether the parent or caregiver prompts the child to look at or name the pictures.

Interview

Questions:
- **Does the child look at pictures in a book?**

If yes, say,
- **How does the child respond when his/her attention is attracted to pictures? For example, does he/she look at, point to, touch, or name the pictures?**
- **About how many pictures will he/she typically respond to when looking at a familiar book?**

Scoring: Structured

Points	Child looks at, points to, touches, or names
2	5 or more different pictures
1	2 to 4 different pictures
0	Fewer than 2 different pictures

Scoring: Observation and Interview

Points	Child looks at, points to, touches, or names pictures in a book
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Cognitive   Attention and Memory   AM 13

Go to BDI-3.com to view more samples!

Communication Domain

RC 29

Behavior The child distinguishes between active and passive voice.

Materials None

Structured

Point to the pictures on the top of the page and say,
1. **Point to: The dog was chased by the boy.**

Point to the pictures on the bottom of the page and say,
2. **Point to: The cat chased the girl.**

Correct responses are shown in the diagram below.

Scoring

Note: For each request in the item, record a score of Correct or Incorrect on the Record Form. Assign an item score of 2, 1, or 0 based on the total number of correct responses.

Points	Child correctly responds to
2	2 requests
1	1 request
0	0 requests

Communication   Receptive Communication   RC 29

The Battelle Early Academic Survey

The Battelle Early Academic Survey is a new battery within the BDI-3. Usable as a stand-alone assessment or in conjunction with other BDI-3 material, the Battelle Early Academic Survey measures foundational literacy and mathematics skills in children 3 years 6 months to 7 years 11 months.

As a holistic assessment for determining early skill proficiency, the Battelle Early Academic Survey is also ideally suited for early childhood progress monitoring as students develop these critical skills.

The Battelle Early Academic Survey subdomains include:

Literacy:

- Print Concepts
- Rhyming
- Phonological Awareness
- Phonics and Word Recognition
- Listening Comprehension
- Fluency

Mathematics:

- Numbers Counting and Sets
- Geometry
- Measurement and Data
- Operations and Algebraic Thinking

Starting Point	3 years, 6 months through 5 years, 11 months (42–71 months)

Materials
Olivia and Heather Are Friends book, 1 sheet of paper

Introduction
Say, **I am going to ask you some questions about reading a book.**

Item 1
Hand the child the book with the front cover facing down and the spine on the child's right.
Say, **Show me how to hold this book if you want to start reading it.**

Points	Scoring Criteria
1	Holds the book with the front cover facing up and the spine on the left
0	Holds the book incorrectly or does not respond

Item 2
With the book closed and the front cover facing up, say, **Point to the name of the book.**

Points	Scoring Criteria
1	Points to the title on the front cover
0	Points incorrectly or does not respond

Literacy   Print

Item 8
Say, **Point to the triangle.**

Points	Scoring Criteria
1	Points to the 3-sided shape
0	Points incorrectly or does not respond

Item 9
Say, **How many corners does a triangle have?**

Points	Scoring Criteria
1	Indicates 3
0	Responds incorrectly or does not respond

Mathematics   Geometry 8–9

Pictured: Sample items from the Battelle Early Academic Survey

BDI-3 Screening

Battelle Developmental Inventory 3 (BDI-3) Screening Kit

Purpose: Quickly screen and evaluate early childhood developmental milestones to help identify children that are at risk for developmental delays or disabilities

Restriction Level: Low

Ages: Birth to 7 years, 11 months

Administration Time: Screening Test: 10–30 minutes

The *Battelle Developmental Inventory, Third Edition*, (BDI-3) is an early childhood instrument based on the concepts of developmental milestones and is appropriate for all children ages birth to 7 years, 11 months.

The BDI-3 Screening Test consists of a subset of test items from each domain found in the BDI-3 Developmental item bank. The scoring procedures are similar to those of the full BDI-3 and aid in identifying children who may need additional testing.

Key Features:

• Provides a quick screening of key developmental milestones for school readiness

• Expeditiously evaluate a large number of children

• Incorporates multiple administration formats:

- **Structured:** Play-based activities using child-friendly manipulatives

- **Observation:** Occurring in a child's natural setting

- **Interview:** Scripted questions for a parent or caregiver

• Administration and scoring designed for ease of use by the examiner

- Easily determine a Cut-Score (cuts are provided at -1.0 SD, -1.5 SDs and -2.0 SD) to indicate children that should be referred for further testing using the full BDI-3 Developmental Battery

- BDI-3 *Riverside Score Mobile Data Solution* now available for IOS, Android, and Windows

**Head to nelson.com/BDI-3 for details on
kit configurations and pricing!**

BDI-3 Scoring and Reporting

All BDI-3 scoring is completed through *Riverside Score*: a secure, web-based environment where examiners can easily enter raw scores, assessment data, and test session observations.

Available Modular Reports:

- Demographic Information
- Examinee Information
- Language/Background Information
- Domains Administered
- Test Session Observations
- Table of Scores
- Domain Descriptors
- Score Descriptors
- Tables/Graphs
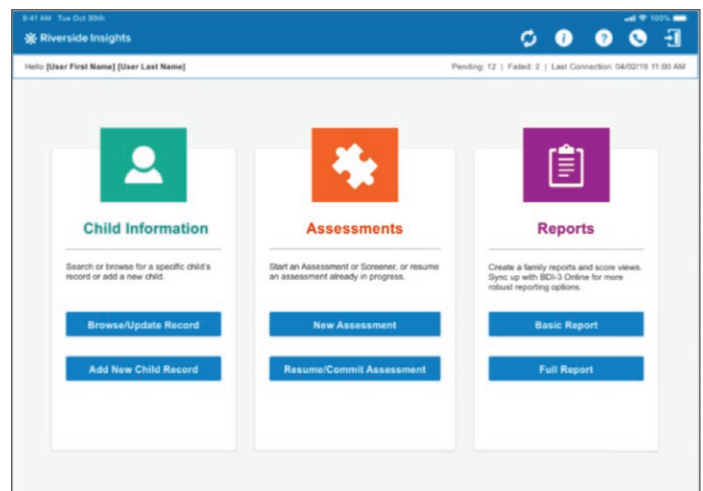- Item Level

Scoring and Reporting - Dashboard

BDI-3 Riverside Score Mobile Data Solution

The BDI-3 *Riverside Score Mobile Data Solution* (BDI-3 MDS) allows examiners to administer the BDI-3 on-the-go using a compatible iOS, Android, or Windows device. This administration option supports any combination of the complete developmental assessment, screening test, or Battelle Early Academic Survey.

Using the BDI-3 MDS, it only takes a tap to score any item in the administration. Upon completion of a subdomain, the examiner may review standard scores and proficiency indicators within the application. The BDI-3 MDS also supports offline administration, with automatic syncing of results back to the *Riverside Score* system once an internet connection is available.
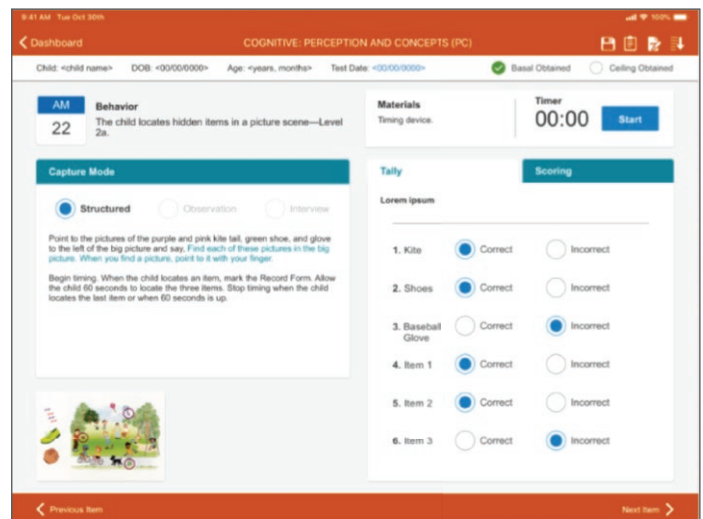
BDI-3 MDS - Dashboard

- Available on iOS, Android, and Windows devices
- Included with subscription
- Online and offline functionality
- Combines test easel instructions and test record form in one easy to use solution
- Responsive design (landscape and portrait mode supported)

BDI-3 MDS - Item Page

- Tally functionality
- Basal and ceiling indicators
- Timing device

Head to nelson.com/BDI-3 for details on kit configurations and pricing!